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EDU 221 Block 1

MI Chapter 12

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Chapter 12 opens with a discussion of memory and why students cannot retain the information that they were given even just one class before. To this issue the author notes that according to MI theory, “pure” memory is flawed and memory is actually intelligence specific. The author disputes the ‘good’ and ‘bad’ memory argument by saying that memories would be better if they were associated with one of the eight intelligences. The book uses assessments based on spelling and demonstrates how each intelligence can be utilized to help better learn the words through strategies based on their intelligence strengths. The book begins discussing Bloom’s Taxonomy and how they would be impacted by the theory of multiple intelligences. The multiple intelligences allow for the inclusion of Bloom’s taxonomy by the mere fact that students will be able to better assess their work when that work is given to play on their strong intelligences.

My personal favorite part of the spelling exercise was the hint that any seven letter word can be sung to “Twinkle, Twinkle, Little Star” and six letter words can be sung to “Happy Birthday to You”. The ways in which MI can be incorporated into the classroom are limited only by the way in which we try to use them. By keeping in mind Bloom’s Taxonomy and in trying to get students to that higher level on the scale, we need to be focused on MI and be more cognitive of what their strengths are and use those to our benefit when we are teaching to them.